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ABSTRACT

The Washington State University study focused on the validation of a set of 50 career guidance, counseling, and placement program standards by expert professionals (vocational and nonvocational administrators, counselors, counselor educators, vocational and nonvocational teachers, teacher educators, and members of the Washington State Advisory Council on Vocational Education). Data analysis was based on 307 completed surveys, approximately 68 percent of the original number sampled. Median values were reported as well as qualitative data indicating essential, very desirable, desirable, and nonessential categories. It was recommended that the set of criteria be implemented as a statewide model for quality career guidance, counseling, and placement programs. The accompanying booklet stresses the need for expanded services and includes a checklist of standards pertaining to the elements of program planning and development, organization and administration, staffing, program operations, and evaluation. (EA)

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Validation of Criteria for the Development and Evaluation of Career Guidance, Counseling, and Placement Programs

Lynda K. Simkins
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Washington State University June 1975

The purpose of this study was to validate a set of fifty career guidance, counseling, and placement program standards. These standards or criteria were proposed by members of a special Task Force appointed by the C.C.O.E. to study the effectiveness of career counseling in the common school and by a research team at Washington State University.

METHOD

Professionals judged to be expert sources of advice were asked to respond to a survey containing the fifty criteria and to rate these criteria according to their importance and usefulness in developing and evaluating a career guidance, counseling, and placement program. The professionals included representative samples of : 1) Administrators-Vocational and/or Occupational Areas; 2) Administrators-Others; 3) Counselors; 4) Counselor-Educators; 5) Teachers-Vocational; 6) Teachers-Other; 7) Teacher-Educators; 8) Members of the Washington State Advisory Council on Vocational Education.

The criteria which had been suggested by the Task Force and the research team were organized into the following five functional categories: I) Program Planning and Development; II) Organization and Administration; III) Staffing; IV) Program Operations; V) Evaluation.

Respondents were asked to rate each criterion in the light of its importance as a standard for insuring a quality career guidance, counseling, and placement program. Each criterion was to be judged to be in one of the following four categories:

ESSENTIAL:	A standard normally required for the operation of most career guidance, counseling, and placement programs.
VERY DESIRABLE:	A standard which would contribute greatly to the quality of a career guidance, counseling, and placement program, but which may not be essential.
DESIRABLE:	A standard which would be helpful, but less so than the ESSENTIAL and VERY DESIRABLE standards.
NON-ESSENTIAL:	A standard, which, if implemented, would not contribute to the quality of a career, counseling, and placement program.

If difficulty was incurred in responding to an item as it was worded, respondents were asked to give a brief indication on the problem in the allotted space. They were also given the opportunity to include additional standards.

FINDINGS

The data analysis was based on 307 completed surveys or approximately 68% of the original number sampled.

Analysis of the data revealed no observable differences in the way subgroups responded to the items. That is the respondents' sex, educational level,

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years work experience in education, years work experience in fields other than education, present position, and years in present position did not significantly influence the way they responded to items on the survey. Therefore, the total group response was used in computing the final results.

The data were reported in two ways:

1. Items were arranged in rank order from 1-50 according to the median weighted value of each item. Where ranks were the same, they averaged according to standard procedures.

In computing median weights numberical values were assigned to categories as follows: "Essential"=4; "Very Desirable"=3; "Desirable"=2; and "Non-Essential"=1. Median weighted values were computed on the total number of responses for each item.

Median values were reported since the distribution of responses for most items was negatively skewed, that is, clustered at the high end of the distribution. Hence, the median was a more representative measure of central tendency than the mean.

2. Data were also classified qualitatively according to the following logic:

a. Items which 50% or more of the respondents agreed were "Essential" were classified ESSENTIAL.
b. Items which were considered "Essential" by less than 50% but which were judged "Very Desirable" or "Essential" by at least 70% of the respondents were classified VERY DESIRABLE.
c. Items which were considered "Essential" or "Very Desirable" by fewer than 70% but which were considered "Desirable" or above at least 90% of the respondents were classified DESIRABLE.
d. Items which 25% or more of the respondents agreed were "Non-Essestial", were classified NON-ESSENTIAL.

CONCLUSIONS

The criteria generated by the Task Force and the research team were accepted, validated, and given credibility by the professionals sampled from a variety of areas related to career guidance, counseling, and placement. The judges found 10 criteria "Essential", 25 criteria "Very Desirable", 12 criteria "Desirable", and only 1 criteria "Non-Essential". (See Table I, attached)

RECOMMENDATIONS

The research team recommends that the State Coordinating Council for Occupational Education, the State Superintendent of Public Instruction, and the State Board for Community College Education:

·Implement the set of criteria as a statewide model for quality career guidance, counseling, and placement programs, prioritizing the criteria according to the findings of this study.

·Develop guidelines for evaluation of existing career guidance, counseling, and placement programs using this model.

TABLE I

RATINGS OF CRITERIA BY ALL JUDGES

Criterion	Weighted Median Value	Rank
Career guidance, counseling, and placement program* has a stated philosophy. ESSENTIAL	3.78	1.5
Career interests and needs of students are assessed. ESSENTIAL	3.78	1.5
Lines of responsibility, authority, and accountability can be identified. ESSENTIAL	3.72	3.5
Program effectively reaches all students, including members of minority groups. ESSENTIAL	3.72	3.5
The current and projected manpower needs of the local community, state, and nation are evaluated. ESSENTIAL	3.68	5.5
Lines of communication between the operational staff (people directly involved in the program) can be identified. ESSENTIAL	3.68	5.5
The career guidance program assumptions are integrated with the assumptions of the total school program. ESSENTIAL	3.57	7
Staff selection criteria are based on the stated goals and objectives of the career guidance program. ESSENTIAL	3.54	8
The needs of students, staff, and community are assessed on a continuing basis. ESSENTIAL	3.51	9.5
There is interaction between the planning, development, and evaluation phases of the program. ESSENTIAL	3.51	9.5
The type of organizational plan or model for the career guidance is defined. VERY DESIRABLE	3.49	11
Written job descriptions exist for all levels of staff working in the career guidance program including professional, peer, clerical, and volunteer staff. VERY DESIRABLE	3.47	12

*Hereafter referred to as career guidance program

TABLE I (Continued)

Criterion	Weighted Median Value	Rank
Recruitment procedures reflect the career guidance program needs. VERY DESIRABLE	3.44	13
Data are maintained with which to assess career guidance program needs (for example, job opportunities, dropout information, student information, student interest profiles, etc) VERY DESIRABLE	3.42	14
The staff's attitudes and expectations toward career guidance program are assessed. VERY DESIRABLE	3.39	15.5
The career guidance program revisions are future oriented. VERY DESIRABLE	3.39	15.5
Recruitment procedure exist for securing trained staff at all levels. VERY DESIRABLE	3.32	17
Tasks assignments are clearly identified in the organizational chart. VERY DESIRABLE	3.3	18
Sources of feedback information and data (such as, follow-up studies) used to evaluate local career guidance program can be identified. VERY DESIRABLE	3.29	19.5
Program goals and objectives are measured against student performance. VERY DESIRABLE	3.29	19.5
Responsibility for resource allocations can be identified. VERY DESIRABLE	3.25	21
There is a team or committee responsible for career guidance program planning. VERY DESIRABLE	3.24	22
The career guidance program activities are arranged in a developmental sequence. VERY DESIRABLE	3.23	23
The philosophical statement was developed within the last five years. VERY DESIRABLE	3.19	24.5

TABLE I (Continued)

Criterion	Weighted Median Value	Rank
The career guidance program is coordinated with supporting school programs, e.g. school psychology, special education. VERY DESIRABLE	3.19	24.5
Career guidance program components are fused into the existing classroom instructional curriculum across grade levels. VERY DESIRABLE	3.17	26
A detailed career guidance program budget is clearly defined. VERY DESIRABLE	3.15	27
Student, staff, and community feedback systems are established and utilized. VERY DESIRABLE	3.14	28
Funding for the career guidance program is a line item (separately designated) in the total school budget. VERY DESIRABLE	3.12	29
Systematic use is made of outside referral agencies. VERY DESIRABLE	3.10	30
The program is interrelated with community agencies. VERY DESIRABLE	3.09	31
Inter-program referrals within the school system are made. VERY DESIRABLE	3.08	32
The student dropout rate of the school system is assessed. VERY DESIRABLE	3.06	33
An advisory council including lay and community members is utilized in planning the career guidance program. VERY DESIRABLE	3.05	34.5
Continuous and systematic feedback from community agencies is solicited and utilized. VERY DESIRABLE	3.05	34.5
Anticipated outcomes of the career guidance program are built on measurable objectives. VERY DESIRABLE	3.04	36
Community attitudes and expectations toward career guidance programs are assessed. DESIRABLE	2.99	37

TABLE I (Continued)

Criterion	Weighted Median Value	Rank
The rationale for and description of the career guidance program is broadly disseminated throughout the community. DESIRABLE	2.97	38.5
Program is implemented at all grade levels. DESIRABLE	2.97	38.5
The philosophical statement is subject to at least annual review. DESIRABLE	2.95	40
The effects of the career guidance program are measured using pre- and post- comparative evaluative techniques. DESIRABLE	2.94	41
Alternative methods for effectively implementing needed career guidance program revisions are identified. DESIRABLE	2.93	42
Facilities, equipment, and materials are regularly inventoried. DESIRABLE	2.91	43.5
The career guidance program plan for research and evaluation is clearly described. DESIRABLE	2.91	43.5
Type and number of clerical support staff can be identified. DESIRABLE	2.90	45
The frequency of program revision is identified--whether it be annual, semi-annual, continuous, or otherwise. DESIRABLE	2.88	46
The overall goals and objectives of the local school district for the next five year and ten year periods are stated. DESIRABLE	2.84	47
The career guidance program assumptions are tied to a recognized career development theory. DESIRABLE	2.80	48
An advisory council including student membership is utilized in planning the career guidiance program. DESIRABLE	2.67	49
The welfare costs of the community are assessed. NON-ESSENTIAL	2.27	50

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Quality Career Guidance

proposed standards for career guidance, counseling and placement programs

part 4
what about VOCATIONAL education?

January 1975

CE 004 518

foreword

The Washington State Plan for Vocational Education lists five major goals for vocational education. The first of these goals is to "assure every person the opportunity to make meaningful career choices".

In an effort to assist all concerned in reaching this goal, staff members of the Coordinating Council for Occupational Education have identified a set of standards that could lead to quality career guidance programs.

This booklet should be viewed as a starting point from which you may develop your standards rather than **the** standards document.

The staff of the Coordinating Council for Occupational Education is engaged in an on-going effort to further identify and refine indicators of quality career guidance programs that meet the needs of the citizens of Washington State.

the charge

The Washington State Advisory Council on Vocational Education in their **Second Report, Part I, 1971,** recommended that a systems approach be developed to insure improvement of career counseling in public schools. The report states:

The Advisory Council believes that there is no simple solution to improvement of career counseling in our schools. Too often critics have targeted those bearing the title of "counselor" or "adviser." The Council, therefore, recommends a carefully planned and coordinated approach to counseling improvement emphasizing the inherent responsibility of all educators to counsel and including:

a. **The Governor appointing a task force to study the effectiveness of career counseling in our common school system, to report findings and to make recommendations for improvement arising from the study.**
The task force, basically, should include representatives from the Coordinating Council for Occupational Education, the Superintendent of Public Instruction, a school of education from one of the State's four-year institutions of higher education, and the general public.

b. **The inclusion within the certification requirements of all teachers of at least one substantive course in orientation to the "world of work," and at least one course in the development of counseling skills.**

c. **The development of guidelines to assist our schools, community colleges, business, industry and agriculture in providing to students meaningful programs of job exposure, information of job availability and placement liaison with local employers.**

d. **Improve the existing, or design a new, vocational graduate follow-up system to insure accurate statewide graduate information and sufficient flexibility to fulfill counseling and program needs of local training centers.**

In response to both the recommendations of the Washington State Advisory Council on Vocational Education and to needs identified by staff of the Council for Occupational Education, a "blue ribbon" committee was established. Of the above recommendations, the committee focused on recommendations "a", "c" and "d".

The purpose of the committee was therefore to identify components of a quality career guidance, counseling and placement program and to make recommendations which can be implemented in the schools of Washington State. The Appendix lists the committee members and the agencies, institutions, associations, or schools they represented.

the need

Expanded and improved comprehensive career guidance, counseling and placement

In September 1972, at the Fifth Annual National Leadership Development Seminar for State Directors of Vocational Education, Dr. Norman Gysbers, Professor of Education at the University of Missouri, said:

". . . Vocational guidance, once understood as a somewhat simple process of matching people to jobs, is now understood in the context of the complex process known as career development. We realize that in the past we have underestimated the resources needed to effectively develop and manage programs of career guidance to enhance and promote career development. We now realize it must be treated as a major educational goal."

Career development must be treated as a major educational goal.

In explaining that career development occurs throughout the life span, Gysbers emphasized that "effective programs of career guidance begin in the elementary school and continue through the adult years. When viewed in this manner, career guidance is in the mainstream of education and is not simply a collection of ancillary services."

Gysbers, addressing himself to a national concern, could well have been addressing those comments to the needs of the State of Washington. Educators across the State have been vitally concerned with the problems of trying to develop career guidance programs that are sequentially organized from kindergarten through grade twelve, provide guidance, counseling, and information that enhance the career development of each student, are not dependent upon volatile funding, are incorporated into the mainstream of education, and are experientially oriented.

An expression of need, nationally, is exemplified by Eli Ginzberg in the February 1972 issue of **Manpower Magazine**, published by the U.S. Department of Labor. He indicates that the counseling profession should be doing a better job of helping youth make the often difficult transition from school-to-work.

Ginzberg suggests specifically that the following steps be taken by the counseling profession:

- Abandon the psychotherapeutic focus and concentrate on educational and career guidance.
- Coordinate counseling services to other kinds of client support. The counselor must be able to deliver specific help, for example, to students who require remedial educational opportunities. Students who need such specific assistance as remedial education, help in entering an occupational training program, or help in finding employment "look upon general advice as worthless."
- Reform counselor training to emphasize the "world of work", supervised field experiences, and ways to utilize all community resources in behalf of the student.

Though counseling may not be as psychotherapeutic focused as Ginzberg suggests, it is generally recognized that a great need exists to develop a comprehensive career guidance, counseling and placement program as an integral part of the public school setting. However, there are some indications that each school district evolves its own program, if at all, which is designed and carried out relatively independent of other programs within the state and the nation.

Furthermore, recent writings and publications, such as a June 1973 article by John F. Feirer, Executive Editor of **Industrial Education** states that once a student has investigated various occupations and has assessed his capabilities, he seldom knows much of local opportunities for further training, job opportunities, nor who can help him find answers to such questions. Feirer says:

". . . programs have not lived up to their promise . . . counselors generally do not play a decisive role in the career plans of students . . . they (counselors) spend most of their time assisting college-bound students, dealing with discipline problems, and administering tests. Few have the knowledge, the time or the opportunity to help students select occupations and make decisions regarding long-term goals."

Changes in the direction and focus of career counseling are advocated from many sources, both statewide and nationally.

An earlier report to the Coordinating Council for Occupational Education (McCloskey et al., "Some Major Factors for Consideration in the Formulation of Vocational-Technical Education Policy and Plans", February, 1971) pointed out:

". . . the growing need for more effective combinations of instruction and counseling. Experience is demonstrating that simply making instruction available does not alone enable pupils to recognize its benefits to them nor motivate them to complete adequate training. This is especially true of youth living in rural areas and urban neighborhoods where their perceptions of opportunities and needs are restricted by limited contact with the wide and expanding variety of occupations that actually exist."

Guidance emphasis is often upon the college bound student.

Instruction alone does not always motivate students.

Even more currently, a report published by the Vancouver Public School District titled "June 1973 Report, Guidance System Development Project with a Special Focus on Career Guidance in the Vancouver (Washington) Public Schools", recommended that implementation of the following items can provide greater effectiveness in the area of Career Guidance:

- Develop a practical knowledge about local employment opportunities.
- Encourage local employment opportunities and encourage realistic and objective hiring criteria by employers.
- Become more active in the integration of career information into the classroom experience.
- Effect a coordinated effort.
- Avoid the establishment of a dual and competing system of guidance in our schools.
- Arrange for the formation of guidance workshops.
- Encourage administrators to include counselors in curriculum planning and provide them with time to work more closely with teachers in integrating career information into the classroom experience.
- Provide guidance workshops for classroom teachers.
- Provide school board members, parents and district administrators, whose usual function does not place them in a position to learn of the expected responsibilities of the school counselor, with complete outlines of guidance duties and responsibilities.
- Strengthen the guidance process in the elementary schools and make it a part of the total K-12 program. Initiate a thorough study of guidance practices and policies of the district elementary program.

Teachers should be encouraged to integrate career information into the classroom experience.

The foregoing concerns and recommendations point out the dire need for a comprehensive well-planned assessment of career guidance, counseling and placement programs in the State. And concurrently such findings would necessitate the subsequent development of dynamic and effective career guidance, counseling, and placement programs in every school and community college district.

Greatly expanded and improved career guidance, counseling and placement programs in the State of Washington must therefore receive top priority.

committee actions

Career guidance and counseling was defined by the committee as "the activities and process of helping each individual develop and accept an accurate and integrated picture of himself and his role in the world of work, test this concept against reality, and convert it into behaviors which are satisfying to him and contributory to society." Such a definition implies that the work element is an integral part of the individual's total life style.

The definition, then, becomes the purpose of career guidance and counseling programs.

The committee focused its attention on the following two major questions:

- What are the career counseling indicators of quality that would be included in a program to accomplish that defined purpose?
- How effectively are the various school districts and community colleges in the State implementing career guidance, counseling and placement progams to accomplish that defined purpose?

In pursuit of these questions the committee engaged in the following activities.

- A careful review of career development materials including recent research, definitions and current practices.
- A study of the career development models being tested by the National Institute of Education and other educational and research institutions.
- The utilization of expert consultants in career education such as Dr. Frank Wellman of the University of Missouri who provided assistance in developing an evaluation rationale and consideration of measuring strategies and instruments.
- Committee action and deliberation. Since the committee represented considerable expertise related to career development and counseling it often worked toward creating strategies, instrumentation and models.
- A synthesis of materials and ideas compiled and reviewed by the total committee.

Career guidance, counseling and placement programs—Indicators of quality

Career Development and the resulting decisions are lifelong processes. A career guidance, counseling and placement program should focus upon the family life, community life, educational life, and the leisure life of the individual as well as upon the work life. The career guidance, counseling and placement program is interrelated to other programs within the school and community and implies clearly defined objectives and accountability procedures.

Consideration was given to a variety of variables and models that might be used in the assessment of the effectiveness of existing career guidance, counseling and placement programs. Such variables might also be utilized in the development of a statewide career guidance, counseling and placement model.

Career development and the resulting decisions are lifelong processes.

Determination was made that the following assumptions should be considered when establishing indicators of quality upon which a career guidance, counseling and placement model could be developed and evaluated.

1. Career guidance, counseling and placement programs should be an integral part of the educational program from kindergarten through grade 14.

2. Career guidance, counseling and placement programs should involve the total community; the schools, business, labor, industry, and parents.

3. Career guidance, counseling and placement programs should recognize the classroom teacher as a key person in the program.

4. Career guidance, counseling and placement programs should provide occupational information, counseling, and direct field experiences to:

a. Assist the student to be aware of occupations that are currently available,

b. What the requirements are for entry into those careers,

c. Assist students to become aware of employment patterns that are projected for the future,

d. Help students know what opportunities for advancement and/or re-direction are available through various entry level jobs,

e. Help students to be aware of what is likely to happen to specific occupations and broad fields of employment,

f. Assist students to understand that alternatives are available if a given job becomes obsolete, and,

g. Help students to know how to apply for and/or select a career rather than to simply find employment wherever a job happens to become available.

5. A career guidance, counseling and placement program should assist the student to more fully understand himself and his:

a. Abilities
b. Interests
c. Motivations
d. Strengths and weaknesses

1. Personal
2. Social
3. Emotional
4. Physical
5. Intellectual
6. Financial

6. A career guidance, counseling and placement program should help each student to develop a broad understanding of the "world of work." The student should be cognizant of alternatives and aware of his choice.

7. A career guidance, counseling and placement program should assist the student to work efficiently, effectively, and cooperatively with others.

Career guidance recognizes the classroom teacher as a key person.

8. A career guidance, counseling and placement program should facilitate the transition from school to employment at the entry level, to specialized training programs, or into higher education. The program, at any point, should have the student prepared for the "next step", i.e., placement,

a. Upon graduation from high school, or

b. Upon termination from school prior to graduation.

9. A career guidance, counseling and placement program should equip each student to cope with technological change and job impermanence.

10. A career guidance, counseling and placement program should develop decision-making skills within the student.

With these assumptions in mind, the Task Force Steering Committee suggests that the following career guidance, counseling and placement elements be considered in program development and evaluation.

Provision should be made for guidance workshops for classroom teachers.

Elements of a quality career guidance, counseling and placement program

Element #1. Program Planning and Development

1.1 Philosophy, assumptions and conceptual foundations

YES NO

- ☐ ☐ 1.11 Does the program have a stated philosophy?
- ☐ ☐ 1.12 Was the philosophical statement developed prior to 1968?
- ☐ ☐ 1.13 Are program assumptions tied to a theoretical foundation?
- ☐ ☐ 1.14 Is the program built on performance objectives in terms of both process and outcome?

1.2 Initial needs assessment

- ☐ ☐ 1.21 Can the program planning team be identified?
- ☐ ☐ 1.22 Were community attitudes and expectations toward career guidance, counseling and placement programs assessed?
- ☐ ☐ 1.23 Were educators' attitudes and expectations toward career guidance, counseling and placement programs assessed?

Element #2. Organization and Administration

2.1 Organizational structure or pattern

YES NO

- ☐ ☐ 2.11 Can the type of organizational model implemented be identified?
- ☐ ☐ 2.12 Can lines of responsibility, authority and accountability be identified?
- ☐ ☐ 2.13 Can lines of communication within the operational staff be described?

2.2 Management style

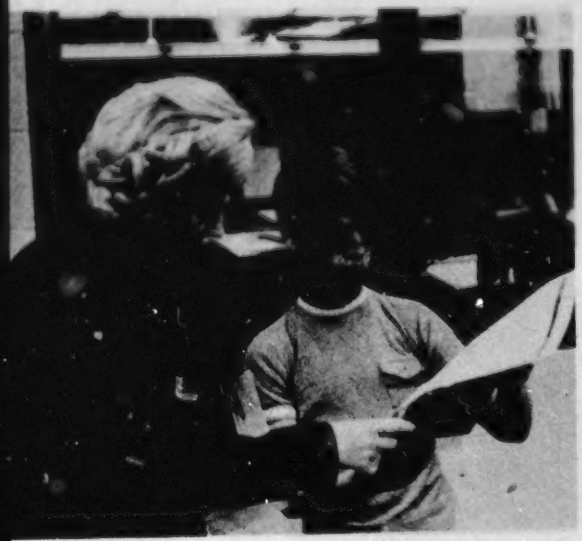
- ☐ ☐ 2.21 Can the management style be identified?

2.3 Funding and allocation patterns

- ☐ ☐ 2.31 Can the funding needs be identified?
- ☐ ☐ 2.32 Can responsibility for resource allocations be identified?
- ☐ ☐ 2.33 Can tasks assignments be identified?

2.4 Facilities, equipment and materials

- ☐ ☐ 2.41 Can facilities, equipment and materials be described?
- ☐ ☐ 2.42 Can the age and condition of the above be described?
- ☐ ☐ 2.43 Can the type and number of clerical support staff be described?



Element #3. Staffing

3.1 Pre-entry training and experience

YES NO

- ☐ ☐ 3.11 Do prerequisites exist for all levels of staff working in the career guidance, counseling and placement program, including professional, peer, clerical and volunteer?
- ☐ ☐ 3.12 Do the recruitment procedures exist for securing trained staff at all levels?
- ☐ ☐ 3.13 Does the recruitment procedure reflect program needs?

Element #4. Program Operations

4.1 Scope, sequence and distribution

YES NO

- ☐ ☐ 4.11 Is the program implemented at all grade levels?
- ☐ ☐ 4.12 Does the program effectively impact all students, including special needs of special or unique student populations?
- ☐ ☐ 4.13 Are career development activities arranged in a developmental sequence?

4.2 Patterns of program articulation, communications and interaction within the school system

- ☐ ☐ 4.21 Is there articulation and interaction with the total curriculum?
- ☐ ☐ 4.22 Is the program interpreted to the total school community?
- ☐ ☐ 4.23 Is the program articulated with supporting program, e.g., school psychology, special education?
- ☐ ☐ 4.24 Is the program articulated across the grade levels?
- ☐ ☐ 4.25 Are inter-program referrals within the school system facilitated?

4.3 Articulation, coordination and liaison between the school and community systems

- ☐ ☐ 4.31 Is the program articulated with community agencies?
- ☐ ☐ 4.32 Is use made of outside referral agencies?
- ☐ ☐ 4.33 Is feedback elicited from community agencies and utilized?

4.4 Strategies for program change and revision

- ☐ ☐ 4.41 Are methods for implementing needed program revision identified?
- ☐ ☐ 4.42 Is the basis for program revision continuous, annual or otherwise identified?
- ☐ ☐ 4.43 Are revisions future oriented, i.e., anticipatory rather than reactive?

Element #5. Evaluation

5.1 Continuing needs assessment and evaluation

YES NO

- ☐ ☐ 5.11 Are needs assessed on a continuing basis?
- ☐ ☐ 5.12 Is data maintained with which to assess needs?
- ☐ ☐ 5.13 Can sources of feedback information and data used to evaluate local programs be identified?
- ☐ ☐ 5.14 Can type and sophistication of program evaluation and research models be identified?
- ☐ ☐ 5.15 Is there articulation with planning and development phases of the program?

Committee findings

Each school district and community college evaluates the effectiveness of its career guidance, counseling and placement program on its own terms.

Each school district and community college has its own philosophy and program for career guidance, counseling and placement.

Committee conclusions

There is no statewide evaluation system for determining the effectiveness of career guidance, counseling and placement programs.

There are no statewide criteria for developing and implementing career guidance, counseling and placement programs.

Committee recommendations

The Task Force Committee recommends that the State Coordinating Council for Occupational Education, the State Superintendent of Public Instruction, and the State Board for Community College Education implement the following:

Develop and test a statewide model for a quality career guidance, counseling and placement program.

Develop statewide guidelines for evaluating existing career guidance, counseling and placement programs against statewide indicators of quality.

acknowledgements

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